**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 4 Week 2 Story Title: Hottest, Coldest, Highest, Deepest**

**Monday**- Use TE DI -12- 1) Preteach Phonics- R-Controlled Vowels- Write *earth, thirst, work, nurse, & terms.* Say: *The sound /er/ can be spelled in different ways.* Model blending *earth*. Say: *Let’s blend this word together: ear th, earth. What letters stand for/er/ in earth?* (ear) Continue with thirst (ir), work (or), nurse (ur), & term (er), explaining that the sound /er/ can be spelled with ir, er, ur, ear, or or. 2) Preview Decodable Reader 17: *Whirling Girl-* Read/discuss words: Review the words on Decodable Reader pg 9; blend the following story words: talent, bundle, tunnel, spade, bored, blurted, wormholes, & sequins. Discuss the meaning of the words, too. 3) Preview Decodable Reader 17 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 17 orally to the students for fluency.

**Tuesday**- Use TE DI-14- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: average, depth, deserts, outrun, peak, tides, & waterfalls. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *windiest* & model how to read the word. Say: *First I look for meaningful parts. If I see a part I know, such as “er” or “est”, then I look for a base word. I say the parts of the word: wind i est. Then I read the word: windiest.* Continue with words: environment, mightier, measured, & temperature. 3) Choral/Echo read typed version of Decodable Reader 17 for fluency practice. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-16, 43, & 47- 1) Target Skill- Compare/Contrast- Discuss the meaning & examples from pg TE DI-16 & pg 387. Also discuss clue words: that often signal a comparison/contrast: like, both, different, however. Have students compare & contrast a river & an ocean in a Venn Diagram. 2) Target Strategy- Ask Questions- review pg 36. Also reread pg 47 for Answer Questions review. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 17- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 17 - Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.